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Arkansas' evaluation of 1967 programs funded by the Elementary and Secondary Education Act, Title I, is based on data from 398 public school districts with about 170,000 disadvantaged students. This evaluation presents information on major achievements and includes descriptions of activities and methods, pressing educational needs, objectives, interagency coordination, staff development and utilization, involvement of nonpublic school children, and programs for the handicapped. Administrative problems are discussed. Narrative descriptions of nine exemplary or innovative activities point to such speech therapy programs, reading laboratories, health and physical education activities, a mobile dental unit, and a model materials center. Also noted are an elementary guidance and counseling program, closed circuit television instruction, social services, and an educational media program. (NH)

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A R K A N S A S

FY '67

COMPENSATORY EDUCATION PROGRAMS FOR CHILDREN IN LOCAL EDUCATIONAL AGENCIES

Evaluation Report

UD 006 419
ED021935

Title I

Elementary and Secondary Education Act of 1965
As Amended

A R K A N S A S

STATE DEPARTMENT OF EDUCATION

FEDERAL PROGRAMS DIVISION

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INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965, as amended, was implemented in 392 of Arkansas' 398 public school districts in Fiscal Year 1967. The expenditure of $20,375,839 for various specifically designed educational projects resulted in direct benefits for approximately 170,000 educationally disadvantaged boys and girls of the State.

Information relative to the expenditure of these funds -- the major achievements, the activities and methods of implementation including State Educational Agency services to the Local Educational Agencies, the most pressing educational needs, the most prevalent project objectives, the coordination with other Federal programs, and involvement of non-public school children and the major problems encountered -- is described in this evaluation report.

Tables consisting of data related to attendance, dropout rates, graduates continuing education, participant achievement as measured by the most prevalently administered tests, number of activity participants, activity expenditures, and project personnel in participating school districts are attached. The information contained in these tables was projected from that compiled from a stratified random sampling of ninety school districts.

Narrative descriptions of nine exemplary or innovative activities are attached. These were selected from all Title I activities implemented throughout the State.

I. MAJOR ACHIEVEMENTS

Many major achievements of statewide significance in educating disadvantaged children in Arkansas, accomplished with Title I funds, could be cited. The one achievement of most significance was not the result of a single type activity nor of one group of specialized staff members, but it was the demonstration by all educators of a dramatic and intense interest in the disadvantaged individual.

Title I served as a catalytic agent which caused educators of Arkansas to take a new look at their students seeing them as individuals having specific individual needs and definite possibilities as a productive citizen of tomorrow. The vigorous efforts which these educators exerted to meet these individual needs indicated in practically every instance a change, not in educational philosophy, but in educational practice. Before Title I, only lip service was given to "meeting the educational needs of each individual." Today, with the added impetus which Title I provides, educators are attempting to first find what the individual needs of the educationally deprived child are and then to develop programs to meet those needs. As a result, the attitudes of many deprived boys and girls have changed from "nobody cares about me" to one of "they really do care about me."

The program attachments which follow in this report categorize some of the more prevalent activities initiated and successfully implemented. Three which seem to have been most effective are: summer school projects, reading projects including library improvements, and nutritional projects.

II. DESCRIPTION OF ACTIVITIES AND METHODS

A. SEA Services to LEAs

1. Project Development

The State was divided into three areas of approximately twenty-five counties each and two supervisors assigned to each area. These supervisors made on-site visits and assisted the project directors in project development.

The two supervisors assigned to each area coordinated their field visits so that only one would be in the field on any given day. This made it possible for the LEA project directors to call the State office concerning project development items and be able to discuss these with the person most familiar with his program. Also, many of the project directors came to the State office for direct program information. At least one of the area supervisors was available for this type assistance at all times.

Two workshops were conducted in each area by the area supervisors for the purpose of program information, distribution of project application forms, application interpretation and project development.

2. Project Implementation

Project implementation was left primarily to the project director at the local education agency level. However, on-site visits were made to practically every project in the State by at least one of the area supervisors and in some instances, multiple visits were made to single projects.

A flow-chart of the State administration is attached.

3. Project Evaluation

Two evaluation workshops were conducted in each of the three areas of the State by the Title I Evaluator and one of the area supervisors from each area.

Evaluation information was disseminated by letter, telephone conversation, individual conferences and printed bulletins. A limited number of the LEAs contracted with consultants for evaluation assistance.

At each of the project development area workshops, attention was given to project evaluation. As each project was reviewed for final approval, evaluation procedures and methods were taken into consideration and revisions made where relative.

4. Information Dissemination

A supervisor for information dissemination was added to the State staff. A bulletin titled CONCERN: For Arkansas Children was published and distributed monthly with a mailing list of 4,500 consisting of all LEAs and other educationally concerned agencies and individuals. The bulletin related and portrayed innovative and exemplary Title I projects, projects which had been most effective and other pertinent Title I information.

The filmstrip, Title I: Off and Running, was distributed and shown to more than 300 school and community groups including: Parent-Teacher Associations, local education agency boards and civic organizations.

Twelve Title I television programs were taped and shown statewide. These involved the State Commissioner of Education, the Associate Commissioner for Federal Programs, the Title I Area Supervisors and several LEA Superintendents.

Newspapers with statewide circulation carried several Title I news articles and releases. Many of the most informative articles appeared in local and county newspapers with a more limited circulation.

Local radio stations were utilized extensively in disseminating local project information.

B. Most Pressing Educational Needs

The most pressing educational needs of disadvantaged children in Arkansas were:

1. Inadequate communication skills.

   Standardized test results indicated that interpretation and comprehension of written material was the greatest weakness of disadvantaged children.

2. Insufficient nutrition.

   Before Title I, ten thousand children attended schools that did not even offer a hot noon meal. Approximately seventy-five thousand children could not fully finance a hot noon meal.

3. Inadequate cultural opportunities.

   Not only were formal cultural opportunities inadequate for the disadvantaged child in the schools of Arkansas, they were non-existent for eighty percent of all children in the State.

4. Inadequate home-school relationship.

   It was estimated that only three percent of all parents were active PTA members. Approximately ninety percent of all legal voters failed to vote in school elections.

5. Inadequate libraries.

   Only ten percent of the schools of the State operated libraries which met American Library Association Standards. Only twenty-five percent of the elementary and secondary libraries had full-time fully qualified librarians.

C. Most Prevalent Project Objectives

The most prevalent project objectives and the most effective approaches for accomplishing these were:

1. To improve classroom performance in reading beyond usual expectations.
   a. Special reading classes
   b. Summer school classes
2. To improve the child's self-image.
   a. Special provisions for individual needs
   b. Guidance and counseling programs
   c. Special reading classes
   d. Social service projects
3. To improve the nutritional health of the child.
   a. Noon meal projects
   b. Breakfast projects
4. To improve the child's emotional and social stability and that of their families.
   a. Social service projects
   b. Guidance and counseling projects
   c. Cultural improvement projects
   d. Special education projects
   e. Parent involvement projects
5. To improve holding power of schools.
   a. Summer school classes
   b. Guidance and counseling projects
   c. Music, art, and cultural enrichment projects
   d. Social service projects

D. Title I Activities and Those of Other Federal Programs

Title I activities were supplemented by the activities of other Federal programs as follows:

1. Elementary and Secondary Education Act

   a. Title II library materials were used to strengthen reading projects and library improvement projects.

   b. Title III supplementary services were coordinated with Title I efforts in such areas as diagnostic services, projects for handicapped and cultural enrichment activities.

   c. Title IV services supplemented Title I activities in a limited number of locations, specifically with testing and evaluation. Also, Title IV-sponsored conferences were attended by several project directors and administrators.

   d. Title V was most helpful in providing needed qualified program development assistance and supervision.

2. U. S. Department of Agriculture Food Program

   The provision for added nutritional services as was noted in Item II C was one of the significant Title I objectives in Arkansas. The two programs, Title I and the U. S. Department of Agriculture Food Program, through a very productive relationship served the most indigent children well.

3. Community Action Agency

   The State had an organized Community Action Agency established to serve every community. Several of the programs had not attained operational status, but coordination and cooperation was achieved with those which were functioning.

4. Neighborhood Youth Corps

The State LEAs reported that the Neighborhood Youth Corps projects were of tremendous value, especially in supplementing Title I in the provision of basic personal needs.

5. Job Corps

The Job Corps supplemented the efforts of Title I by making extended educational provisions for dropouts.

6. Welfare Administration Programs

A sizable portion of Title I expenditures were for individual social welfare needs. As the Welfare Administration Programs became better coordinated with the efforts of Title I, the Title I funds were utilized for more direct educational services. The social workers for the two programs coordinated and cooperated in their efforts splendidly.

7. Medical Aid to Indigent Families

Children from indigent families, through the cooperative efforts of Title 19 of the Social Security Act and Title I, were provided with most of the essential elements for attending school. At the State level this program assisted the Title I Office by providing data for proper distribution of allocations.

E. Staff Development and Utilization

a. The Title I staff of the State Education Department attended several regional conferences conducted by the U. S. Office of Education. These conferences were most helpful in assisting new personnel to understand program philosophy, project development and application procedure. Also, the evaluation conferences

conducted by the U. S. Office of Education were most informative; however, they must be conducted prior to project development if maximum results are to be attained.

The State staff was utilized at a maximum in the areas of Title III coordination, evaluation and OEO coordination.

b. The Title I personnel at the local education agency level were involved in several extensive in-service programs. These included workshops, college courses, visits to similar projects, and consultative assistance. Many of the teachers participated in workshops designed to develop an understanding of the specific problems of disadvantaged children.

Title I professional staff recruitment at the local level was primarily from the ranks of existing staff who were in turn replaced. The aides were, in general, housewives interested in working with boys and girls.

The most effective approach to staff utilization was the summer instructional program. The teachers in these programs were from regular staff ranks. In many of the smaller LEAs the project director served in several administrative and supervisory capacities.

F. Involvement of Non-Public School Children

The most effective activities involving non-public school children were summer instructional projects and social welfare activities. These were, also, the two most commonly funded projects involving non-public school children.

The most effective method used to encourage involvement at both the State and LEA level was consultation with non-public administrators. At these conferences, program philosophy, project planning and student participation in project activities were discussed. These conferences seemed to eliminate confusion as to purposes and participation possibilities.

The most innovative project involving children attending non-public schools was the provision of after-school tutoring services.

G. Programs Designed for Handicapped Children

The SEA used the following methods to encourage and promote LEA operated activities for handicapped children:

1. The State Director of Special Education was informed as to the philosophy of the Act and the potential for provisions for handicapped children. He relayed this information in the conferences and discussions which he conducted.
2. At each area workshop conducted by the SEA Title I staff, special attention was given to emphasizing the potential for special projects for handicapped children.
3. The SEA provided statewide publicity for two exceptionally effective projects for the handicapped.

III. PROBLEMS IN ADMINISTRATION

A. Two major problems which occurred, but satisfactorily resolved, were:

1. The target school concept was not thoroughly understood by

all the project directors in the State at the time of application submission. This misunderstanding was partially caused by the dichotomous pattern of school districts in the State. Many of our districts only operate one high school and one elementary school; hence, all schools in such a district are target schools. This problem was resolved by asking each district to specifically designate each target school.

2. The reduction of funds from the amount received by the LEAs for the previous year of operation created considerable embarrassment for most project administrators and in some instances financial hardship. This problem was not resolved but was somewhat eased by the release near the end of the fiscal year of unobligated funds.

B. Two other major problems, the resolution of which would significantly improve Title I programs in the State, are as follows:

1. The late date of appropriation of funds by Congress relative to the necessary time faced by LEAs for program planning, project development and staff employment makes maximum utilization impossible.

2. The total amount of funds must be increased annually rather than decreased. Decreased funds encourage doubt and skepticisum toward the program, not only by administrators but local citizens as well. Also, the present level of funding provides only for the most basic needs of disadvantaged children; we have only begun. If their needs are to be completely met, we must have more resources with which to meet them.

T A B U L A R

D A T A

TABLE 1

1966-67

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP DATA
FOR TITLE I TARGET SCHOOLS COMPARED WITH ALL OTHER
PUBLIC SCHOOLS IN THE DISTRICT *

GRADE	TARGET SCHOOLS						ALL OTHER PUBLIC SCHOOLS			TOTAL ALL PUBLIC SCHOOLS		
	ALL			1/3 OR MORE PARTICIPANTS 1/								
	ADA	ADM	% ADA	ADA	ADM	% ADA	ADA	ADM	% ADA	ADA	ADM	% ADA
12th	16,500	17,300	95	9,600	10,100	95	8,800	9,100	97	25,300	26,400	96
11th	18,300	19,400	94	10,800	11,500	94	9,500	10,000	95	27,800	29,400	95
10th	20,300	21,400	95	12,200	13,000	94	10,500	11,000	95	30,800	32,400	95
9th	23,000	24,300	95	14,200	15,100	94	10,800	11,300	96	33,800	35,600	95
8th	24,600	25,900	95	15,300	16,300	94	11,400	11,800	97	36,000	37,700	95
7th	26,200	27,400	96	16,400	17,200	95	11,600	12,200	95	37,800	39,600	95
6th	25,600	26,600	96	18,900	19,900	95	11,800	12,200	97	37,400	38,800	96
5th	24,300	25,600	95	18,200	19,200	95	11,100	11,500	97	35,400	37,100	95
4th	26,600	28,000	95	19,900	21,000	95	12,400	12,700	98	39,000	40,700	96
3rd	26,100	27,500	95	19,600	20,700	95	11,800	12,200	97	37,900	39,700	95
2nd	26,800	28,200	95	20,100	21,200	95	12,200	12,600	97	39,000	40,800	96
1st	28,400	30,300	94	21,200	22,600	94	12,700	13,300	95	41,100	43,600	94
TOTAL	286,700	301,900	95	196,400	207,800	94	134,600	139,900	96	421,300	441,800	95

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I program.

* Estimated, based on sample.

1965-66
AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP DATA
FOR TITLE I TARGET SCHOOLS COMPARED WITH ALL OTHER
PUBLIC SCHOOLS IN THE DISTRICT *

GRADE	TARGET SCHOOLS						ALL OTHER PUBLIC SCHOOLS			TOTAL ALL PUBLIC SCHOOLS		
	ALL			1/3 OR MORE PARTICIPANTS 1/								
	ADA	ADM	% ADA	ADA	ADM	% ADA	ADA	ADM	% ADA	ADA	ADM	% ADA
12th	16,300	17,300	94	9,500	10,100	94	8,700	9,300	94	25,000	26,600	94
11th	18,100	19,300	94	10,700	11,500	93	9,100	9,600	95	27,200	28,900	94
10th	20,400	21,800	94	12,400	13,400	93	9,900	10,300	96	30,300	32,100	94
9th	22,500	24,200	93	13,800	15,100	92	10,000	10,400	96	32,500	34,600	94
8th	23,900	25,500	94	15,100	16,400	92	10,200	10,600	96	34,100	36,100	94
7th	25,500	27,200	94	16,300	17,600	93	11,100	11,600	96	36,600	38,800	94
6th	25,800	27,400	94	18,700	20,000	93	11,200	11,700	96	37,000	39,100	95
5th	25,700	27,200	94	18,500	20,900	93	11,700	12,200	96	37,400	39,400	95
4th	24,600	26,300	94	18,600	20,100	93	11,000	11,400	96	35,600	37,700	94
3rd	26,500	28,300	94	20,000	21,700	92	12,300	12,800	96	38,800	41,100	94
2nd	26,100	28,000	93	19,700	21,100	93	11,900	12,500	95	38,000	40,500	94
1st	27,300	29,400	93	20,700	22,400	92	12,500	13,300	94	39,800	42,700	93
TOTAL	282,700	301,900	94	194,000	210,300	93	129,600	135,700	95	412,300	437,600	94

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I program.

* Estimated, based on sample.

TABLE 3

1966-67

DROPOUT RATES FOR TITLE I TARGET SCHOOLS COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE DISTRICT *

GRADE	TARGET SCHOOLS						ALL OTHER PUBLIC SCHOOLS			TOTAL ALL PUBLIC SCHOOLS		
	ALL			1/3 OR MORE PARTICIPANTS 1/								
	A	B	C	A	B	C	A	B	C	A	B	C
12th	1,010	18,800	5.4	580	10,800	5.4	380	9,800	3.9	1,390	28,600	4.9
11th	1,070	20,900	5.1	670	12,300	5.5	510	10,700	4.8	1,580	31,600	5.0
10th	1,330	23,200	5.7	800	13,900	5.7	500	11,600	4.3	1,830	34,800	5.3
9th	1,410	25,300	5.6	900	16,500	5.4	310	12,300	2.5	1,720	37,600	4.6
8th	980	26,900	3.7	610	17,400	3.5	300	12,500	2.4	1,280	39,400	3.3
7th	830	28,300	2.9	560	18,200	3.1	220	13,100	1.7	1,050	41,400	2.5
TOTAL	6,630	143,400	4.6	4,120	89,100	4.6	2,220	70,000	3.2	8,850	213,400	4.1

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I program.

* Estimated, based on sample.

Key: A - Number of Dropouts
B - Arithmetic Accountability
C - Annual Dropout Rate

TABLE 4

1965-66
DROPOUT RATES FOR TITLE I TARGET SCHOOLS COMPARED
WITH ALL OTHER PUBLIC SCHOOLS IN THE DISTRICT *

GRADE	TARGET SCHOOLS						ALL OTHER PUBLIC SCHOOLS			TOTAL ALL PUBLIC SCHOOLS		
	ALL			1/3 OR MORE PARTICIPANTS 1/								
	A	B	C	A	B	C	A	B	C	A	B	C
12th	1,010	18,200	5.6	570	10,300	5.5	360	9,300	3.9	1,370	27,500	5.0
11th	1,130	20,200	5.6	700	11,700	6.0	400	9,700	4.1	1,530	29,900	5.1
10th	1,310	22,500	5.8	790	13,400	5.9	430	10,200	4.2	1,740	32,700	5.3
9th	1,300	24,700	5.2	800	15,500	5.1	340	10,700	3.2	1,640	35,400	4.6
8th	1,030	26,600	3.9	610	17,600	3.4	460	17,200	2.7	1,490	43,800	3.4
7th	970	26,900	3.6	650	18,500	3.5	390	19,200	2.0	1,360	46,100	2.9
TOTAL	6,750	139,100	4.9	4,120	87,000	4.7	2,380	76,300	3.1	9,130	215,400	4.2

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I program.

Key: A - Number of Dropouts
B - Arithmetic Accountability
C - Annual Dropout Rate

* Estimated, based on sample.

TABLE 5

1966-67

GRADUATES FROM TARGET HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE DISTRICT *

	TARGET HIGH SCHOOLS		ALL OTHER PUBLIC HIGH SCHOOLS	TOTAL ALL PUBLIC HIGH SCHOOLS
	ALL	1/3 OR MORE PARTICIPANTS 1/		
Total Number of Graduates	16,600	9,600	9,000	25,600
Number of High Schools	330	200	100	430
Mean Size of Graduating Class	50	48	90	59
Number of Pupils Continuing Education 2/	9,700	4,800	6,300	16,000
Percent Graduates Continuing Education	58	50	70	63

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I program.

2/ A student is considered to continue his education if he enters one of the following on either a full or part-time basis: Post-graduate high school course, junior college, college or university, vocational, commercial or technical institute or nursing school.

* Estimated, based on sample.

TABLE 6

1965-66

GRADUATES FROM TARGET HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE DISTRICT *

	TARGET HIGH SCHOOLS		ALL OTHER PUBLIC HIGH SCHOOLS	TOTAL ALL PUBLIC HIGH SCHOOLS
	ALL	1/3 OR MORE PARTICIPANTS 1/		
Total Number of Graduates	16,500	9,400	9,300	25,800
Number of High Schools	340	200	90	430
Mean Size of Graduating Class	48	47	103	60
Number of Pupils Continuing Education 2/	8,800	4,200	6,100	14,900
Percent Graduates Continuing Education	53	45	66	58

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I program.

2/ A student is considered to continue his education if he enters one of the following on either a full or part-time basis: Post-graduate high school course, junior college, college or university, vocational, commercial or technical institute or nursing school.

* Estimated, based on sample.

TABLE 7

1964-65

GRADUATES FROM TARGET HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE DISTRICT *

	TARGET HIGH SCHOOLS		ALL OTHER PUBLIC HIGH SCHOOLS	TOTAL ALL PUBLIC HIGH SCHOOLS
	ALL	1/3 OR MORE PARTICIPANTS 1/		
Total Number of Graduates	15,800	9,000	8,900	24,700
Number of High Schools	340	200	90	430
Mean Size of Graduating Class	46	45	99	57
Number of Pupils Continuing Education 2/	8,300	3,700	5,700	14,000
Percent Graduates Continuing Education	53	41	64	57

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I program.

2/ A student is considered to continue his education if he enters one of the following on either a full or part-time basis: Post-graduate high school course, junior college, college or university, vocational, commerical or technical institute or nursing school.

* Estimated, based on sample.

TABLE 8

CALIFORNIA ACHIEVEMENT TEST DATA *

Arkansas Evaluation 1966-67

Title I Participants Taking Pre and/or Post Test

Grade		No. of Students	25th percentile and below	26 - 50 percentile	51 - 75 percentile	76th percentile and above
1	Pre	204	65	47	51	41
	Post	298	101	104	62	31
2	Pre	345	123	102	81	39
	Post	255	84	73	53	45
3	Pre	358	149	82	64	63
	Post	330	71	98	121	40
4	Pre	295	83	116	58	38
	Post	378	74	111	99	94
5	Pre	228	80	61	36	51
	Post	385	123	111	105	46
6	Pre	273	168	44	45	16
	Post	330	142	93	57	38
7	Pre	193	102	51	29	11
	Post	302	89	106	70	37
8	Pre	167	74	53	29	11
	Post	237	76	91	48	22
9	Pre	114	41	32	29	12
	Post	207	46	75	62	24
10	Pre	94	32	26	17	19
	Post	131	17	43	47	24
11	Pre	56	15	24	16	1
	Post	93	12	26	44	11
12	Pre	79	26	24	18	11
	Post	127	38	33	28	28

* Data as reported by 90 sample districts.

IOWA BASIC SKILLS AND EDUCATIONAL DEVELOPMENT TEST DATA *

Title I Participants Taking Pre and/or Post Test

Grade		No. of Students	25th percentile and below	26 - 50 percentile	51 - 75 percentile	76th percentile and above
1	Pre					
	Post					
2	Pre					
	Post					
3	Pre	934	443	247	166	78
	Post	880	328	273	184	95
4	Pre	1,471	716	402	230	123
	Post	1,136	551	303	185	97
5	Pre	1,569	840	372	240	117
	Post	1,070	541	312	166	51
6	Pre	1,273	631	344	210	88
	Post	1,085	574	288	156	67
7	Pre	1,297	881	261	116	39
	Post	805	478	239	68	20
8	Pre	1,019	687	228	74	30
	Post	749	484	206	42	17
9	Pre	1,069	703	223	109	34
	Post	550	315	174	54	7
10	Pre	245	157	50	31	7
	Post	241	132	53	39	17
11	Pre	232	151	51	20	10
	Post	154	101	37	13	3
12	Pre	287	141	93	39	14
	Post	92	65	22	3	2

* Data as reported by 90 sample school districts.

TABLE 10

Arkansas Evaluation 1966-67

METROPOLITAN ACHIEVEMENT TEST DATA *

Title I Participants Taking Pre and/or Post Test

Grade		No. of Students	25th percentile and below	26 - 50 percentile	51 - 75 percentile	76th percentile and above
1	Pre	294	101	93	65	35
	Post	436	123	123	114	76
2	Pre	103	39	53	11	0
	Post	546	101	263	120	62
3	Pre	244	76	79	58	31
	Post	200	48	79	59	14
4	Pre	132	60	57	15	0
	Post	250	53	110	74	13
5	Pre	115	50	49	13	3
	Post	225	62	89	59	15
6	Pre	155	56	58	34	7
	Post	245	59	101	67	18
7	Pre	144	59	56	20	9
	Post	139	31	73	26	9
8	Pre	125	35	60	22	8
	Post	117	28	55	30	4
9	Pre	71	29	28	14	0
	Post	80	25	35	19	1
10	Pre	98	38	40	18	2
	Post	96	30	44	21	1
11	Pre	52	11	21	8	1
	Post	77	24	38	13	2
12	Pre	49	17	26	6	0
	Post	56	13	31	12	0

* Data as reported by 90 sample school districts.

TABLE 11

SRA ACHIEVEMENT TEST DATA *

Title I Participants Taking Pre and/or Post Test

Grade		No. of Students	25th percentile and below	26 - 50 percentile	51 - 75 percentile	76th percentile and above
1	Pre	75	24	22	19	10
	Post	300	105	63	50	82
2	Pre	380	139	103	92	46
	Post	328	120	107	74	27
3	Pre	419	147	124	108	40
	Post	316	143	89	60	24
4	Pre	526	243	99	121	63
	Post	488	187	181	85	35
5	Pre	544	268	125	99	52
	Post	447	205	123	83	36
6	Pre	361	184	98	51	28
	Post	444	221	120	64	39
7	Pre	214	134	37	22	21
	Post	306	171	60	42	33
8	Pre	262	151	57	32	22
	Post	282	145	70	45	22
9	Pre	160	99	26	27	8
	Post	123	34	67	16	6
10	Pre	36	9	8	12	7
	Post					
11	Pre					
	Post					
12	Pre					
	Post					

* Data as reported by 90 sample school districts.

TABLE 12

STANFORD ACHIEVEMENT TEST DATA *

Title I Participants Taking Pre and/or Post Test

Grade		No. of Students	25th percentile and below	26 - 50 percentile	51 - 75 percentile	76th percentile and above
1	Pre					
	Post	37	18	12	4	3
2	Pre	112	41	20	32	19
	Post	74	35	17	12	10
3	Pre	141	38	59	36	8
	Post	20	10	8	2	0
4	Pre	165	43	62	29	31
	Post	67	25	23	15	4
5	Pre	141	57	45	23	16
	Post	23	12	9	2	0
6	Pre	136	45	44	33	14
	Post	67	32	19	12	4
7	Pre	16	3	4	8	1
	Post	40	20	17	2	1
8	Pre	17	4	9	4	0
	Post	48	22	14	8	4
9	Pre	18	1	7	9	1
	Post	6	2	1	3	0
10	Pre					
	Post	33	14	12	5	2
11	Pre					
	Post					
12	Pre	9		1	7	1
	Post					

* Data as reported by 90 sample school districts.

MAJOR PROJECT INSTRUCTIONAL ACTIVITIES
NUMBER OF PARTICIPANTS AND EXPENDITURES *

	READING	MATHE-MATICS	SPEECH	PHYSICAL EDUCATION	SPECIAL EDUCATION	MUSIC	ART	OTHER CULTURAL	VOC. EDUCATION	SUMMER SCHOOL
Total Participants	69,800	23,600	10,100	32,800	8,800	45,600	35,100	17,800	5,800	21,950
Elementary	51,100	14,900	4,500	23,000	6,600	36,300	29,200	11,800		18,170
Secondary	18,700	8,700	5,600	9,800	2,200	9,300	5,900	6,000	5,800	3,780
Total Expenditures	$4,206,000	$376,000	$267,000	$422,000	$993,000	$631,000	$386,000	$543,000	$350,000	$1,056,000
Average Expenditure Per Participant	$61.00	$16.00	$26.00	$13.00	$113.00	$14.00	$11.00	$31.00	$60.00	$48.00

* Estimated, based on sample.

MAJOR PROJECT SERVICE ACTIVITIES
NUMBER OF PARTICIPANTS AND EXPENDITURES *

	LIBRARY	GUIDANCE	FOOD	CLOTHING	HEALTH	VARIOUS SOCIAL	TRANS-PORTATION (includes capital exp.)
Total Participants	83,100	65,300	94,900	40,300	57,200	45,200	7,400
Elementary	56,700	28,800	62,600	27,800	45,000	27,100	5,000
Secondary	26,400	36,500	32,300	12,500	12,200	18,100	2,400
Total Expenditures	$1,376,000	$981,000	$3,368,000	$405,000	$997,000	$770,000	$143,000
Average Expenditure Per Participant	$17.00	$15.00	$35.00	$10.00	$22.00	$17.00	$19.00

* Estimated, based on sample.

TABLE 15

NUMBER OF PARTICIPANTS
IN REGULAR YEAR PROJECTS *

GRADE LEVEL	1	2	3	4	5	6	TOTAL
PUBLIC SCHOOL	17,500	16,600	16,600	16,800	16,300	15,900	99,700
PRIVATE SCHOOL	100	100	90	90	90	80	550
OUT OF SCHOOL					10	10	20
TOTAL	17,600	16,700	16,690	16,890	16,400	15,990	100,270

GRADE LEVEL	7	8	9	10	11	12	TOTAL	Ungraded	GRAND TOTAL
PUBLIC SCHOOL	14,600	13,500	12,200	10,300	8,900	7,500	67,000	800	167,500
PRIVATE SCHOOL	20	20	10	10			60	40	650
OUT OF SCHOOL	10	10	30	30	20	20	120	110	250
TOTAL	14,630	13,530	12,240	10,340	8,920	7,520	67,180	950	168,400

* Estimated, based on sample.

TABLE 16

NUMBER OF PARTICIPANTS
IN SUMMER PROJECTS *

GRADE LEVEL	1	2	3	4	5	6	TOTAL	K
PUBLIC SCHOOL	2,200	2,500	3,000	3,000	2,900	2,600	16,200	1,300
PRIVATE SCHOOL	60	60	30	30	30	10	220	100
OUT OF SCHOOL								
TOTAL	2,260	2,560	3,030	3,030	2,930	2,610	16,420	1,400

GRADE LEVEL	7	8	9	10	11	12	TOTAL	Ungraded	GRAND TOTAL
PUBLIC SCHOOL	1,000	800	600	700	500	150	3,750	350	21,600
PRIVATE SCHOOL	10	10	10				30		350
OUT OF SCHOOL									
TOTAL	1,010	810	610	700	500	150	3,780	350	21,950

* Estimated, based on sample.

TABLE 17

Arkansas Evaluation 1966-67

NUMBER OF HANDICAPPED PARTICIPANTS
IN SPECIALLY DESIGNED PROJECTS *

GRADE SPAN	MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDICAPPED	SERIOUSLY EMOTIONALLY DISTURBED	CRIPPLED	OTHER	TOTAL
Elementary	1,380	120	5	3,610	440	50	30	950	6,585
Secondary	410	50		370	260	20	20	330	1,460
Ungraded	390				250			100	740
TOTAL	2,180	170	5	3,980	950	70	50	1,380	8,785

* Estimated, based on sample.

TABLE 18

Arkansas Evaluation 1966-67

PROJECT CERTIFICATED STAFF *

	Regular Year		Summer		TOTAL SALARY
	Full Time	Part Time	Full Time	Part Time	
Elementary	610	120	800	200	$3,330,000
Secondary	230	660	270	30	$1,324,000
Ungraded	40	10			$ 231,000
Teacher of Handicapped	110				$ 577,000
Supervision	50	40	50	20	$ 450,000
Library	110	30	30	5	$ 628,000
Guidance	120	20	5	5	$ 683,000
Administration	80	30	20	5	$ 600,000
TOTALS	1,350	910	1,175	265	$7,823,000

* Estimated, based on sample.

TABLE 19

PROJECT AUXILIARY STAFF *

	Regular Year		Summer		TOTAL SALARY
	Full Time	Part Time	Full Time	Part Time	
Teacher Aide	1,040	80	140	20	$2,230,000
Library Aide	40	15			$ 71,000
Social Work	110	30	15	10	$ 493,000
Attendance	20	20	20	5	$ 95,000
Nurse	110	10	5	3	$ 462,000
Clerk	190	90	25	340	$ 572,000
TOTALS	1,510	245	205	378	$3,923,000

* Estimated, based on sample.

EXEMPLARY AND INNOVATIVE PROJECT DESCRIPTIONS

SPEECH THERAPY

Blytheville School District
013-047-02D-01

A Speechmobile has proved the answer to the itinerant speech therapist's classroom, office and transportation problems in Blytheville, Arkansas. Faced with the ever present need for classroom space, the Blytheville Public Schools adopted the idea of this mobile unit from a Florida school system. Blytheville has found this pioneer project to be a success, and feels it may provide the answer to inexpensive classroom space for other systems employing speech therapists or remedial reading instructors.

The Speechmobile, itself, is a 1966 Dodge Van, Econoline, purchased locally for $2,173.00 under the Title I program. It is further equipped with a picnic - type table, a half ton air-conditioner, two floor heaters, a cabinet for supplies, curtains and an electric light. Each of the six elementary schools served by this unit are equipped with an outdoor electric socket to which the detachable electric cord of the Speechmobile is connected. Since the Speechmobile is placed near an exit for easy accessibility and supplied with heat or air-conditioning, weather is not a problem with this setup.

The enrollment of the Blytheville elementary schools is approximately 3,300 children. Of this enrollment, almost 275 children are in need of speech therapy. Children are enrolled in the program by a combination of teacher referral and classroom survey.

To set up the initial speech program, a survey was conducted by the speech therapist. Each child in grades 1 through 6 was asked to count from one to twenty. These numbers contain most every consonant sound in our language and is a fair way to ascertain speech problems from a large group. Children with any difficulty were evaluated further by an articulation test to determine if they should be included in the program.

Once the children needing speech therapy have been found, they are divided into groups by grade levels. Preferably, these groups are kept small for more individual attention and comfort in the Speechmobile, which can only seat eight. Due to the large number of younger children in this system needing remedial speech work, speech improvement groups of ten to fifteen are conducted in the school proper for first and second graders.

The schedule to include 275 children in therapy is a busy one. The speech therapist travels to two schools a day, four days a week, and visits four schools on the fifth day of the week. All children are seen for at least twenty-five minutes a week, and the fourth, fifth and sixth graders meet for this time period twice a week.

Speech therapy has proven itself to be a useful tool in the teachers' endeavor to educate the whole child to the best of his ability. It may not be the answer to all of our instructional problems, but it is the key to two million happier, brighter citizens of tomorrow.

READING LABORATORY

Hughes School District
013-062-02D-01

Two reading laboratories have been put into operation within the Hughes School District -- one at the Mildred Jackson School and the other at the Hughes Elementary School. Both are fully equipped and the objectives are to try to raise the reading level of the pupils in the district. By so doing, it is hoped that many students will achieve greater in other subjects, thus becoming a holding power. Inability to read is a definite handicap for many of our students, and the reading laboratory is designed to overcome some part of this.

A reading teacher and an assistant will be in charge of each laboratory. The day will be divided into six periods -- five for teaching and one for preparation. Each teaching period will have approximately twelve to fifteen students.

Five programs are included in each laboratory. These include the following:

1. Controlled reading program
2. Tach-X or Tachistoscopic program
3. Study skills program
4. Listening program
5. Independent reading program

For the Controlled Reading program, the teacher operates the Controlled Reader with groups of students. There are also six Controlled Reader Jrs. in reading booths where the students work on an individual basis. Story filmstrips are used beginning on first grade level and progressing through the sixth grade.

The Tachistoscopic program has one large Tachistoscope with filmstrips including numbers, letters and spelling. For training on an individual basis, there are Flash-X's with vocabulary and spelling cards.

The Study Skills program includes kits consisting of three subject areas -- Social Studies, Science and Reference.

A listening system with six sets of earphones, a tape recorder with recordings and workbooks make up the listening part of the program. These are designed to improve listening comprehension and to develop specific thinking skills. "Phonics in a Nutshell," which is a set of records and filmstrips, provides a complete phonics foundation for primary children.

The Independent Reading program includes supplementary reading books from second through sixth grade levels. Each laboratory has a set of encyclopedias and several dictionaries to aid students with their independent activities.

HEALTH AND PHYSICAL EDUCATION

Keiser School District
013-047-09E-01

We are proud of the health-physical education program that we were able to initiate under Title I. This was a program that was sorely needed in our school and it has been one that has been the best received by the students involved.

The objectives of the program are:

1. To provide for muscular development through a variety of activities and exercises.

2. To promote mental and social development in a pleasing atmosphere for the students.

3. To encourage learning of skills and improve coordination.

4. Teach skills and activities that would better benefit the student in his leisure time.

5. To teach better health habits to pupils.

6. Encourage participation by all students.

We have an average of 325 students participating in the physical education program. Of this group 183 are elementary children and 142 are secondary children. Students who participate for school athletics are enrolled in physical education under the athletic coaches and are a part of this program.

The grade level range is from fourth through eleventh grade, with two sections each of fourth, fifth, and sixth grades. Seventh,eighth and ninth grade boys are combined to form another section as well as a section of girls from these grades. Our upper sections contain tenth and eleventh boys and a section of girls from these grades.

Our physical education staff was made up of a director who holds a master's degree in physical education and who has been a city youth recreational director before joining our staff. Individual teachers from the elementary school help with the program when their sections are engaged in activities.

The program content is as follows:

1. Elementary - Which meets twice a week. Games, exercises, showers. Physical fitness tests.

2. Secondary - Which meets daily. Exercises, skills and physical fitness tests. Skills taught are: Football, softball, kickball (especially elementary), soccer, speedball, tumbling, basketball, volleyball, dance and rhythms, and archery.

Evaluation techniques used in the program include:

1. Use of norms for evaluation of fitness of the national level.
2. Written tests for skills.
3. Skill test for skills.
4. Ranking of children according to grade level.
5. Motor fitness test based on how well he performed in respect to the rest of the class.

Tests used included the standardized test AAHPER and teacher-made tests.

MOBILE DENTAL UNIT

Little Rock School District
013-060-01A-02

The mobile dental unit has hook-ups at seven schools where there is the greatest concentration of children eligible for Public Law 89-10. The length of time it remains in one location depends on the number of children needing dental care. The school dentist screens in the schools to determine the children who get priority in scheduling. Five young Little Rock dentists perform the dental services and are paid $15.00 per hour, 6 hours daily, from Federal funds. They are all skilled in dentistry and dedicated to the program.

A regular school nurse assists the dentists. This is a good arrangement since most of these children have never been in a dentist's office, and the presence of the nurse gives them a feeling of security. Also in case of an emergency, they can render first aid.

The dental unit, housed in a portable trailer, cost $5,700, its dental equipment another $11,000 and supplies and hand tools $3,000, all of it paid for by the Federal government under the Elementary and Secondary Education Act.

The trailer is outfitted with two contour dental chairs, two dental units and an X-ray machine, autoclave, small refrigerator and other equipment. It is heated and air-conditioned for year-round use and contains a small darkroom for developing X-ray film, built-in cabinets and desk area. The dental equipment is the newest available and contains all of the "extras." The drills are fitted with small water sprays to keep down friction heat, a major cause of drilling pain.

During the 1966-67 school year, 1,305 children received dental care in the mobile dental unit. Among these were children with severe cavities, those needing extractions of teeth, and also those who were given some limited orthodontic procedures such as providing spacers.

Children eligible for this program are determined by social case workers of the Attendance Department who, through home visits, determine the economic status of the family.

MODEL MATERIALS CENTER

Marked Tree School District
013-056-04D-01

A model materials center at Marked Tree, Arkansas, which will have far reaching effectiveness on the instructional program, was opened in February, 1967, as the result of cooperative funding from Title I, Title II and the local community.

When the old school library was moved from a second-story location into the new, air-conditioned center, the area vacated was converted into additional classrooms. The additional instructional space made possible the integration of 100 Negro students in grades 7 - 12 which eliminated the formerly all-Negro facility for grades 9 - 12. Because of the heavy transfer of Negro students in grades seven and eight, the school anticipates the phasing out of these grades in the Negro school in the future as well.

During the school year 1964-65, the Marked Tree High School which served Negroes also drew from six nearby school districts for a total enrollment of 338 students and had only a "B" rating. The closing of the school has resulted in the enrollment of most of the students in North Central Associated-Rated schools. Without funds provided by Title I, it would have been impossible to make the transfer of the 100 Marked Tree Negro students without lowering the educational quality and possibly losing the rating of the Marked Tree High School.

The high concentration of low-income students in the junior and senior high schools, justified the use of Title I funds in creating a materials center which would enhance the educational experiences of these children. The total cost of construction was $97,838, of which $40,000 was provided by Title I funds and the remainder by local school funds. Title I funds covered $10,500 and local funds $1,800 of the cost of providing shelving, built-ins, furniture and draperies.

Title II came into the picture with a special $12,000 grant plus the normally allocated assistance of $3,200 for a total of $15,200 last year. Local funds were used to supplement this amount up to $17,000 which was used for a good basic collection of books, periodicals, filmstrips, records, transparencies, tapes, art prints, globes and maps. The extra Title II grant was supplied to make possible a demonstration center so that other schools could use it as a model for developing their own materials centers.

One trained librarian and one aide, assisted by student help, serves a student body at the junior and senior high level of 685 and a faculty of 26. In addition, the materials center services are available to the elementary schools and their faculties.

One outstanding feature of the library is the professional library, used by all teachers in the District, which is located in a small room used only by the faculty for reading and studying. Many new books relating to the teaching of the disadvantaged have been included in this collection. Another separate room has been used to house the Arkansas collections and both this room and the professional library may be used as conference rooms.

Listening rooms make possible the use of individual tapes and records by students and a good collection of these is being accumulated. These enrichment materials have special value for the disadvantaged children who have not had access to such materials in their homes.

The materials center has made available to all the children in the district, and particularly those who come from poverty homes, a rich variety of books and other materials which supplement and undergird the instructional program offered in the Marked Tree System. Cooperative selections of books and other materials are made by the faculty and administration so that the best use can be made of library funds.

The circulation of books averages 75 to 100 per day which does not include the wide use of audio-visual and other materials. The benefit to disadvantaged children has been extensive, particularly since the center indirectly made possible their integration into the junior and senior high schools and because it made available to them superior materials which will aid in closing the gap in education.

ELEMENTARY GUIDANCE AND COUNSELING

North Little Rock School District
013-060-02A-02

The Elementary and Guidance Program in the North Little Rock Special School District is primarily concerned with the identification and remediation of children's problems that are preventing success in school and society.

The program was initiated in the 1966-67 school year with one full-time counselor. The case load was based upon the concentration of need for personal services under P. L. 89-10, Title I, ESEA. This resulted in the assignment of grades 5 and 6 in four elementary schools, or approximately 450 children. To meet the needs of the pupils, the counselor used several approaches. A brief resume of these methods are as follows:

1. Identification of individual and group needs: A personal information form was filled out by the pupils during the first few weeks of school. Testing was done on an individual basis primarily as a screening device for special education. Conferences with teachers, principals and parents provided invaluable information particularly about family and neighborhood background.

2. Counseling service: Children were seen by their own request or by teacher referral.

3. Referral service: Special services offered by the school district were called upon as indicated by a child's needs. The counselor also used community agencies when needs could not be met by the district.

4. Informational service: The counseling program provided assistance to teachers in the display and demonstration of teaching aids new to the district.

5. Records service: The counselor checked the cumulative folders of pupils for the proper entry of scores from achievement or other tests that the child had taken.

6. Orientation service: The counselor worked with junior high counselors in getting information about sixth graders going to their respective schools.

It is always difficult to evaluate any program dealing with human behavior. However, if the effectiveness of this guidance program can be directly related to the attitudes of those who are responsible for activating the program, and the attitudes of those who received the services, then perhaps the total number of contacts made this first year -- 1300 -- indicate some measure of success.

CLOSED CIRCUIT TELEVISION

Paragould School District
013-028-05D-01

The most exemplary or innovative activity is the closed circuit television instruction in art, music and Spanish conducted in the Paragould School District #1.

The Paragould School District had no formalized instruction in the elementary schools in the cultural subjects such as art, music, and foreign language - Spanish. Under Title I program in the 1965-66 Fiscal Year, the equipment was purchased and installed. However, due to lateness in delivery of equipment and securing personnel, the program was not started during the last school year. The school year, 1966-67, was the first full year of operation of this activity.

The main objective of this project was to help the disadvantaged child from economically deprived families to progress scholastically and socially in school.

The activity was planned to reach all the children from economically deprived families in the first through sixth grades in the four elementary schools. Approximately four hundred children out of the enrollment of one thousand children are from the low-income families in this school district.

The closed circuit television instruction is conducted with a staff of six: one television director, a part-time television technician, one art teacher, one music teacher, one Spanish teacher, and one teacher's aide. Also three students help in the studio on a voluntary basis.

The program provides two lessons each week in art, music, and Spanish. Each teacher prepares the lessons in advance and the lesson is then taped to be played at a scheduled time during the school day. Lesson guides are prepared and distributed to the classroom teachers so that advance preparations for the lessons can be made for the children in the classroom.

The evaluation of this activity has been conducted by the coordinator by giving tests in each subject at the beginning of the school and at the end of school and the results compared by approved statistical methods. The tests were designed to cover the subjects covered in the television instruction so that the amount of learning could be measured.

Instruction in art, music, and Spanish has stimulated the children to increase their thirst for knowledge in the school, becoming better students and encourage to further their education.

At the present time, closed circuit television instruction installation in the Paragould School District is the only one in the State of Arkansas.

SOCIAL SERVICE

Waldron School District
013-064-01D-03

In my role as social worker in Waldron Public Schools, I have been pleased with many facets of our program but none have given me greater pleasure than the clothing program.

In the year 1966-67 our budget allowed $1200.00 for clothing. At the years end I found that I had rendered service to approximately 100 children out of a total enrollment of 1385. You can readily see that this would average $12.00 per person.

From the inception of the program, I have endeavored to supply each needy child with new shoes at an average expenditure of $8.00, believing good shoes to be one of the economies I must practice. This would leave me an average of $4.00 per person to supply underwear, jeans, coats, sweaters, etc. From the standpoint of dollars and cents this would be an impossibility but because of the clothing room we maintain I have been able to meet all demands.

In the summer of 1966 the school, with government funds, constructed a building and incorporated offices for the school nurse, a classroom for handicapped children and an office and clothing room for the social worker.

When PTA met for the first time in the fall, I was there to make my needs for good used clothing known. I discourage donations of adult clothing since my services are for school children. When adult clothing does trickle in, I make it available to the Community Service Aides. (employed by ARVAC)

I sort all clothing and that which is soiled goes to the Home Economics Department to be washed. I have an iron in the clothing room and racks for hanging the garments as they are pressed and mended. Coats given to us are sent to the Cleaners.

The teachers, Community Service Aides and the School Nurse all cooperate in helping me to meet the needs of the children. At this time our greatest need is to teach the children to care for their clothing and keep it clean.

EDUCATIONAL MEDIA

Wilson School District
013-047-15D-01

We here in Wilson feel our most exemplary activity is that of our Educational Media Program which is part of our General Elementary and Secondary Education (127) Activity.

This program was initiated at the very beginning of the Title I Program in 1965. We felt our greatest need was in the general upgrading of our instructional program. We felt this could best be accomplished by giving our teachers more and better tools for their profession. By "tools" we do not necessarily mean "hardware" or machines, although this is necessary. We found the materials we bought just as important - that an overhead projector for example is no good if it is not used. We found also that our teachers had material but had no place to store it or preserve it. We found that most teachers with basic knowledge in graphics could produce materials adapted to their class and when prepared by themselves, would be used.

With these things in mind we began our media program. We held workshops in basic graphics: These included (1) Lettering (we have purchased inexpensive lettering kits and many of the teachers have bought their own); (2) Dry Mounting (this is a method by which flat material can be "glued" to a poster board or similar material for ease in handling); (3) Laminating (a method by which materials can be processed and made durable).

During the second year of the program we became involved in projected media such as overhead projectors, (we now have a projector and permanently mounted screen in every teaching station), 35 MM filmstrips, 2 x 2 slides, 16 MM films, etc. We are now in the process of producing overhead transparencies by use of the diazo process. This allows us to produce color transparencies that the teacher wants at the time she wants them at a much cheaper cost than those we buy commercially.

We do have a qualified "media" person who has released time to work with the teachers in preparation of instructional materials. We have "centers" in every building where material and machines are available to all the staff.

The Wilson School was selected in 1966-67 by the Department of Audio-Visual Instruction of the National Education Association as one of 300 schools in the United States for having an outstanding media program and we were visited by Officials of DAVI and received a very favorable report.

STATE TITLE I STAFF

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Clarence E. Morris, Title I Coordinator

Leon L. Wilson, Title I Evaluator

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Maurine Walker, Secretary to Mr. Wilson and Mr. Miller

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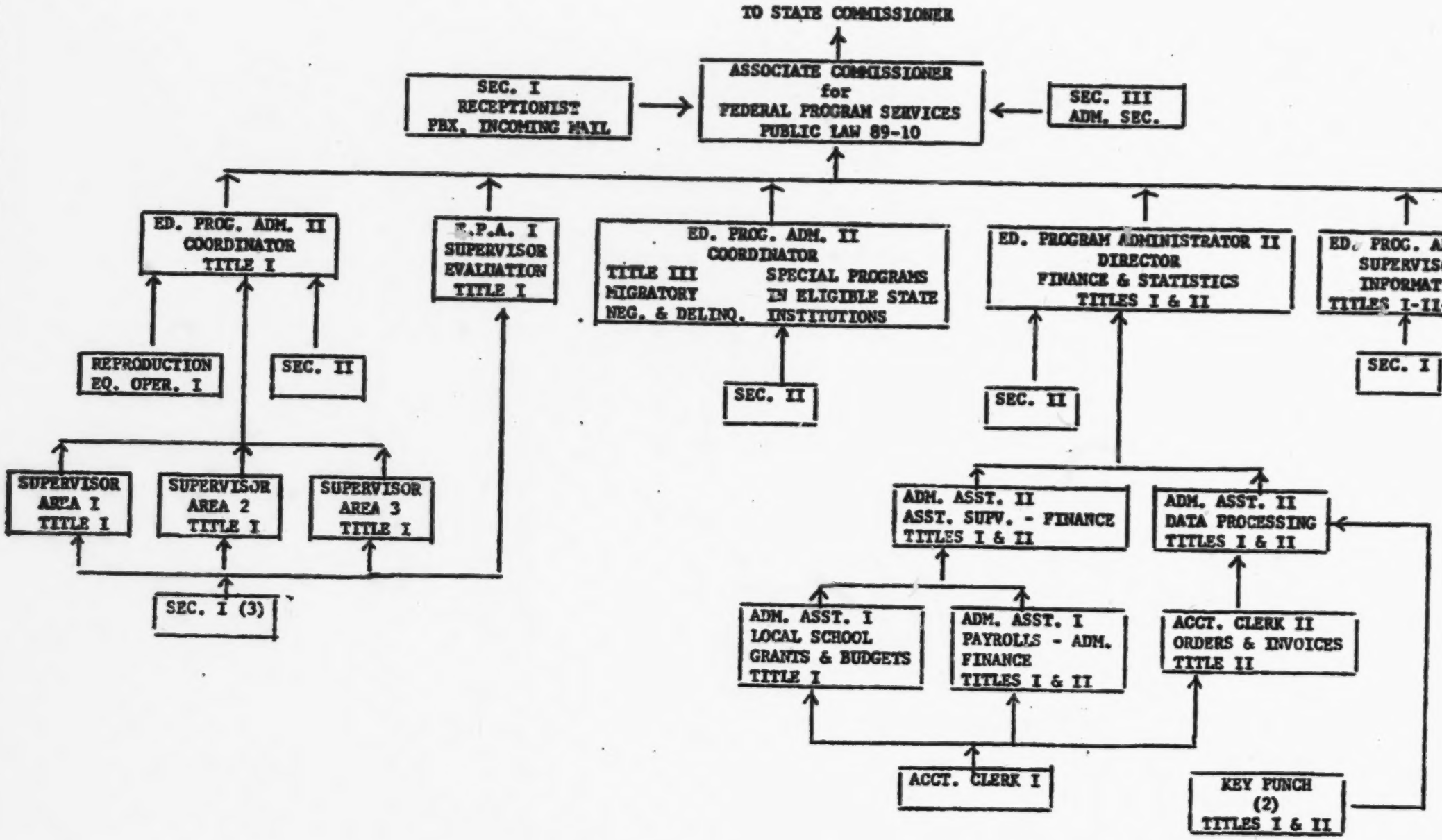
John Gillam, Reproduction Equipment Operator

Billie Wilson, Receptionist



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